DOCUMENT RESUME

ED 270 935 EC 182 936

AUTHOR Fredericks, H. D. Bud; And Others
TITLE Part Time Work for High School Students.
PUB DATE Oct 85
NOTE 26p.; Paper presented at the International Conference of the Council for Exceptional Children Division on Career Development (3rd, Las Vegas, NV, October 9-12, 1985).
PUB TYPE Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Education Work Relationship; High Schools; Job Skills; *On the Job Training; *Part Time Employment; Program Descriptions; *Severe Disabilities; *Work Experience Programs

ABSTRACT

A high school program to prepare severely handicapped students for supported community work changed its original purpose, to develop jobs that would provide full time support work in the community after graduation, to include part-time possibilities. Advantages of incorporating part-time work include eliminating boredom and providing greater mobility. On the job taining features a total task teaching method and attention to associated work skills. Volunteers are occasionally used in lieu of the trainer. Two-year results indicate that part-time work is a viable alternative for students with moderate and severe handicaps. Community acceptance has been high, an important factor in a school and community-based effort. Tables are appended depicting such aspects as student placements, tasks taught to students, and associated work skills. (CL)

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PART TIME WORK FOR HIGH SCHOOL STUDENTS

H. D. Bud Fredericks
Cameron Covey
Kirk Hendrickson
Kate Deane
John Gallagher
Angela Schwindt

(Fredericks, Hendrickson, Deane and Gallagher are staff at Teaching Research, Monmouth, Oregon)

(Covey and Schwindt are staff with Corvallis Public Schools, Corvallis, Oregon)

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Introduction

Transition is the buzz word of the eighties. In fact, this decade may well be remembered in special education and habilitation as the era of transition. Yet, even in a short period of time the word transition has taken on a variety of different meanings, depending on the experience one has had with transition. To some it means ensuring that adult services are ready for graduates. To others transition focuses primarily on the articulation between high school and the adult world. Still others perceive that transition refers only to the 18 to 21 year old period. The quality of high school programs also enters the transition arena.

This article is a report of one such attempt at the high school level to prepare students for supported community work.

Rusch and Rusch (1985) report that ". . . with the exception of a single text (i.e., Wilcox and Bellamy, 1982) and a few chapters and articles, educational "best practices" related to employment for students who are severely handicapped appear to have not attained a level of universal adoption that results in meaningful outcomes - i.e., employment" (p. 1). Wehman and Kregel (1985) described the key features of a supported work approach to providing vocational placement and support to persons with moderate and severe handicaps in competitive employment settings for both adults and secondary special education programs. Duran (1985) taught adolescents with autism janitorial skills in a community setting. These authors could not locate other reported data on the success of vocational programs at the adolescent level.

Philosophy

The original purpose of this program was to develop jobs that would provide full time supported work in the community for students after they graduated. This purpose existed despite the fact that there was little solid evidence that such jobs were available. For instance, the U. S. Commission on Civil Rights (1983) reported that 50% to 80% of

persons with disabilities were unemployed. Follow-up studies conducted by Wehman, Kregel and Zoller (1984), Hasazi, Preskill, Gordon and Collins (1982), and Mithaug, Horiuchi and Fanning, (1985) support these percentages of unemployment rates of persons with disabilities.

However, the original goal of this program of full time employment for all students upon graduation became modified as the project progressed. The availability of part time jobs became apparent. In addition, many small businesses, after placing students in part time jobs suggested by the trainer, found that such a job did exist in their business and hired the student. Moreover, there was a low probability of development of full time jobs.

The philosophy of the program thus changed. Although full time work was the first priority, a number of part time jobs could succeed in providing an approximation of full time work. The goal then became a full time paid job or two to four part time paid possibilities for each student upon graduation.

There are a number of advantages embodied in the concept of full time employment through part time work. First, many part time (3 hours to 15 hours) jobs were available in the community, despite a negative growth economy. Second, many of the jobs which students with severe handicaps could get would become boring if maintained over many hours of the day. By working only an hour or so a day on a job, boredom is eliminated. Third, if a business failed, the worker would not be totally unemployed but would still have at least one other part time job and maybe two or three. Fourth, the quality of life is a good one. Opportunities for interactions with a number of nonhandicapped workers is present in a variety of work settings. Finally, opportunity for work mobility is greater. If a worker does not like a particular job, leaving that part time job is not as traumatic as it would be if the job were the only source of income.

Some disadvantages are also present. By only working part time, a worker does not accrue the benefits usually available for full time workers - paid vacations, medical plans, retirement. These are serious losses. By being only a part time employee, a worker may not accrue the pay raises which full time employees may earn. Transportation between jobs may present a greater problem than transportation to and from one full time job.

Population

The population served by the project consisted of all children with moderate and severe handicaps in two school districts in Oregon. One school district served a community with a population of 45,000; the second served a community population of 2,500. A limited replication of the program was conducted in a third educational service district serving communities totalling approximately 20,000 people. Eight students with one vocational trainer were involved in this replication.

Although IQs were not administered as part of this program, such information was available from school records. IQs and diagnoses of students during one school year are shown in Table 1. Age of students ranged from 13 to 19. Students were those who were eligible for developmental disabilities classrooms in Oregon (separate classrooms in public schools), which meant that they functioned in the moderate to profound range of mental retardation. Although the students were eligible for such classrooms, not all students were so placed. Some of the students were receiving special education in resource rooms and mainstreamed for part of the day.

Insert Table 1 here

Job Placement

Jobs were secured by the vocational coordinator of the school district and by

the trainers. Contact with employers was initially made by phone to arrange a meeting. At the meeting, the program was explained. A nonpaid position was sought initially. Since the employer had no initial responsibilities for wages or for training, and since the program staff helped to identify the parameters of part time positions in the business, most employees accepted students on a trial basis. Not until the student demonstrated proficiency was the subject of wages raised with the employer. Then, pay was only sought for students who were within two years of graduation. If a student was not that advanced in school, and if the job could not be expanded so that the student would have more to learn, the student was moved to a different job and training reinitiated. If the student were within two years of graduation and the employer indicated that wages were not possible, the student was moved to another job site. If the employer agreed to hire the student, those arrangements were completed. In addition, the trainer negotiated with the employer the frequency of contact by the trainer after the student was hired to ensure that the student was maintaining sufficiently well on the job. Those follow-up contacts were by telephone or in person and varied from twice a week to one every two weeks.

A sample of the type of placements made for students for a 5½ month period is shown in Table 2.

Insert Table 2 here

Training

Training on the job used a total task teaching method. A sample of a data sheet is shown as Figure 1. Baseline data were taken over a period of two days, after which training were commence. Data were taken during one trial daily thereafter. Criterion was set for 100% independent performance for a specified number of days.

Insert Figure 1 here

Each job, in addition to the task analysis for specific parts of the job, was divided into components which could be taught separately. For instance, the job of dishwasher requires loading and unloading dishes in addition to operating the washer, stacking dishes after they are dried, and removing food from dishes before they were washed. Each of these would be a component and a task analysis developed for each. Data were maintained on each component.

In addition to training the acquisition of skills on a job, training was conducted on associated work skills. The list of associated work skills as developed by Egan, Fredericks, Peters, Hendrickson, Bunse, Toews and Buckley (1984) were used as a guide for both the identification of behaviors and the procedures for teaching associated work skills. The list of associated work skills focused upon in this program is shown in Figure 2.

Insert Figure 2 here

During the initial stages of the training of any student, the trainer would be with the student during the full job time period. As the student progressed in the job, volunteers were occasionally used in lieu of the trainer. This utilization of volunteers allowed more students to be served. The method of training volunteers is documented in Fredericks, Covey, Hendrickson, Deane, Gallagher, Schwindt and Perkins (in press). To demonstrate that volunteers could be available in all communities, this program did not recruit volunteers from college or student populations.

The final goal of all training was independent performance on the part of the student. Thus, whether trainer or volunteer, the individual conducting the training

would gradually phase themselves out of the job site to demonstrate that the student could perform the job independently. However, the trainer was always available to the employer to assist in the remediation of problems or for further training.

Results

A sample of students and components of jobs being taught to students over a twelve month period is shown in Table 3. Baseline data and final results are reported in the table. Percentages refer to the percentage of steps of the task analysis which the student was able to accomplish independently.

Insert Table 3 here

A sample over a twelve month period of associated work skills taught to students is shown in Table 4. Again baseline data were taken over a two day period and the data reported are the average of those two days.

Insert Table 4 here

Efforts were made to determine community acceptance of this type of an approach to training students and preparing them to have jobs upon graduation. Information and data from employers follows:

More than 80% of the employers approached agreed to accept workers who are severely handicapped in their place of employment. Many employers have taken a second cohort of workers.

A formal survey of employers was conducted. Fifteen employers responded. The results of that survey are shown in Table 5. As can be seen from Table 5 ten of the fifteen respondents rated the students' performances as outstanding or excellent. Only

one indicated a need for improvement. This employer was the same one who felt that the job was not getting done. All others felt that the student was getting the job done.

Insert Table 5 here

Seven of the fifteen had no previous experience with people who were handicapped, yet all indicated that they would work with other handicapped students in the future. Four of the employers were quite enthusiastic about the experience.

Seven of the fifteen would consider hiring the employee. Two additional employers would do so when the student had more training. An additional two indicated that they might hire the student. To date, none of the students have graduated. Nevertheless, some students are within two years of graduation.

Table 6 shows those students who are 17 and their paid placements. For these older students the plan was to place them in part time nonpaid positions which have a high probability of converting into part time paid positions. As can be seen by Table 6 this plan has been successful to a certain degree. More positions are being sought for these students prior to their graduation. The goal upon graduation for these students is to have them employed in two to four part time jobs which will thus approximate full time employment. All jobs have been at minimum wage.

Insert Table 6 here

Discussion

This program has been functioning for two years. As a result of that experience, we are convinced that part time work is a viable alternative for students with moderate and severe handicaps.

However, we must recognize that all of the students, even those who were in paid positions needed to have someone check back periodically on their performance after they were considered to be independent on the job. Inappropriate behaviors re-emerge and speed of work decreases. In addition some employers want to change the nature of the job or add duties and feel that the trainers are better able to conduct training of the worker.

Perhaps there will be workers who will not need this follow-along service but our experience, which is admittedly limited, has not yet located such employees. Moreover, because we are dealing with small businesses, many of them will not survive over time and locating and training for new jobs will be necessary. Finally, some employees may decide that they are dissatisfied with their job and would like to change jobs. This follow along system allows that to occur.

The program described in this article is school based. However, the community in which it is located has made a commitment to supported work. A nonprofit corporation has been established to continue the monitoring of the graduating students. In addition referrals are being made to the nonprofit corporation from a referral committee which consists of representatives from the work activity center, the sheltered workshop, local case management, the community college, and vocational rehabilitation. Thus, the prospects of continuation of this concept of part time employment into adulthood seems probable.

Community acceptance of this project not only in the two communities in which the project was initially established but also in a replication site has been surprisingly supportive. 80% of the employers approached accepted the idea. Once involved, none withdrew and 60% indicated that with proper training, the students could be hired.

Approximately 36 hours of volunteer time was recruited each week. This amount of volunteer time allowed six more students to be served in this program. If the

program had been free to recruit college students or used more peer teachers, more trainer time could be freed. Recruitment of volunteers is difficult and time consuming. Thirty-one different organizations were contacted and frequently talks were given to them to not only advise them of the project but also to recruit volunteers. In addition, frequent articles in local newsletters and announcements on radio stations were techniques used to recruit volunteers.

In general, this seems to be a viable approach for not only in school training but supported work in the community. However, more time is needed to report long range results and to describe the change which can occur in a community over time. Such data continue to be gathered.

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Table 1

List of Students, IQs and Diagnosis if Known

Students	IQ	Diagnosis
1	WISC-R 43	
2	Leiter Scale IQ Range 45.7-52.3	Down Syndrome
3	Stanford Binet 58	Vision Impaired
4	Leiter 44-50	Vision Impaired
5	Stanford Binet 46	Unknown
6	Leiter 52; Stanford Binet 37	Rubella
7	Leiter range 23.37-36.63	Down Syndrome
8	Leiter Point International Test age 17 yrs. 1 mo. scored 2 yrs. 6 mo.	Unknown
9	Leiter 32	Unknown
10	Stanford Binet 34	Down Syndrome
11	Letier range 15.37-28.63	Autistic
12	Stanford Binet 46-62	Unknown
13	Columbia 79	Autistic
14	Borderline Range WISC-R	Cerebral Palsy Hearing Impaired
15	WISC-R 48	Unknown
16	IQ low 50's	Unknown
17	WISC-R lower than 40	Unknown
18	Stanford Binet 49	Down Syndrome

Table 2

List of Placements for Students from
September 1, 1984 through February 15, 1985

Student	Placement	Nature of Placement
1	North's Chuck Wagon	Dishwashing; bussing
2	Oregon State University Veterinary Medicine	Folding and Storing Laundry
3	Cirello's Pizza House	Restocking salad bar
4	Benton County Fairgrounds	Custodial & Grounds Maint.
5	Beaver Plumbing	Sorting and stocking parts
6	Corvallis Art Center Town House Motel Rogers Apparel	Custodial Laundry & Motel Maid Stocking
7	Youth Club Pepsi-Cola Bottling Co.	Custodial Sorting recycled bottles
8	Youth Club	Custodial
9	Home Federal Savings & Loan Assoc.	Mail log, filing
10	North's Chuck Wagon Youth Club Oregon State University Kitchen	Dishwashing; bussing Custodial Bussing
11	Youth Club	Custodial
12	Oregon State University Forest Sciences Lab	Feeding larvae
13	Bressler's Ice Cream	Making party items; customer service
14	Personnel Office, OSU	Microfiche filing
15	John Norton Insurance	Filing, clerical work
16	Connie's Cupboard	Bus girl
17	Town House Motel	Laundry
18	ARK Animal Hospital Van de Hey's Cabinet Shop	Walking dogs; cleaning cages and feeding animals Custodial; simple construction

Table 3

List of Tasks Being Taught or Learned by Students

Twelve Month Period

Student	Task	Start Date	Data	Finish Date	Data
1	Case bottles of one brand	1/19	26%	5/30	100%
	Start 5 labels @ 100% accuracy	4/12	60%	5/27	95%
2	Sort bottles	11/29	14%	2/14	100%
3	Sort laundry items	1/3	73%	1/19	100%
	Operate washers	1/4	85%	2/2	100%
	Folding sheets	1/19	98%	2/13	100%
	Washing/wrapping glasses	2/7	50%	2/29	100%
	Folding laundry (variety)	2/8	43%	4/8	100%
	Folding sheets alone	3/7	54%	4/9	95%
	Making bed	4/10	21%	5/29	83%
	Duting motel rooms	4/20	39%	5/21	100%
4	Sort laundry items	1/3	73%	1/19	100%
	Washer operation	1/5	71%	1/23	100%
	Folding sheets	1/19	73%	3/27	100%
	Washing/wrapping glasses	2/7	50%	2/28	100%
	Folding laundry (variety)	2/1	85%	2/28	100%
	Folding sheets alone	3/16	65%	4/8	100%
	Making a bed	4/10	24%	5/7	100%
	Dusting motel rooms	4/24	26%	5/3	100%
	Vacuuming	4/27	82%	5/4	100%
5	Grounds maintenance	1/31	77%	2/21	100%
6	OSU grounds maintenance	4/13	67%	5/23	100%
	Sweeping	4/23	80%	5/4	100%
7	Grounds maintenance	11/16	69%	12/6	100%
	Sweeping	1/4	50%	1/17	100%
	Bussing tables	4/11	90%	5/7	100%
	Loading dishwasher	5/4	33%	5/21	100%
	Unloading dishwasher	4/17	62%	4/25	100%
8	Loading dishwasher	11/18	50%	11/23	100%
	Unloading dishwasher	11/19	71%	12/8	100%
	Bussing	11/22	54%	12/15	100%
	Putting dishes away	12/8	91%	12/14	100%
	Clean hair and clothes	1/13	40%	2/3	100%
	Bathroom clean-up	3/7	45%	3/29	100%
	Salt and pepper refill	3/9	33%	3/28	100%
	Salad bar refill	3/15	82%	3/29	100%

Table 3, continued

List of Tasks Being Taught or Learned by Students

Student	Task	Start Date	Data	Finish Date	Data
9	Microfiche filing	11/16	67%	2/3	100%
	Sorting	12/2	18%	not completed	
	Increase production of microfiche	2/9	46%	3/16	100%
	Use telephone	2/24	80%	5/7	100%
	Statement prep.	4/11	80%	5/7	100%
10	Mopping	11/10	45%	12/12	100%
	Vacuum	11/30	55%	1/31	100%
	Sweeping	1/9	25%	4/3	100%
	Buffer	12/14	38%	2/1	100%
	Sort bottles	1/4	64%	1/11	100%
	Cleaning & storing work items	11/7	77%	11/28	100%
	Sweeping dust mop	1/6	37%	4/3	100%
	Stack cases independently	4/5	80%		
11	Sweeping/bagging sawdust finish room	11/22	68%	12/6	100%
	Sweeping/bagging sawdust main shop	11/15	62%	11/21	100%
	Sawing kindling	12/5	83%	12/13	100%
	Making tivet	2/23	68%		
12	Grounds maintenance OSU	11/11	100%	11/18	100%
	Sweeping	1/3	70%	1/12	100%
	Putting dishes away	2/6	56%	ongoing	
	Dishwashing	1/24	83%	2/1	100%
	Unloading dishwasher	1/23	33%	1/31	100%
	Bussing tables	1/23	75%	2/3	100%
	Loading dishwasher	4/8	88%	4/13	100%
	Work prep - clean-up	3/27	33%	5/1	100%
	Rinse and store	3/27	21%	4/23	100%
	Dishwashing	3/27	67%	6/7	100%
	Cleaning restrooms	4/13	93%	4/26	100%
	Unloading dishwasher	4/4	67%	4/24	100%
13	Wiping tables	3/1	52%	5/23	100%
14	Folding laundry	10/23	21.5%	4/8	100%
	Folding surgical gowns	1/2	59%	4/12	93%
15	Sort parts	9/19	51%	10/1	100%
	Stocking and pricing	9/25	83%	10/19	100%
	Disassemble plumbing parts	9/27	65%	11/15	100%
	Measuring parts	10/16	57%		ongoing

Table 3, continued

List of Tasks Being Taught or Learned by Students

Student	Task	Start Date	Data	Finish Date	Data
16	Mail log	9/13	42%	10/2	100%
	Filing signature cards	9/13	40%	10/17	100%
	Mail log accuracy	10/2	15%	ongoing	
	Filing accuracy	10/2	63%	ongoing	
	Typing change of address card	1/16	13%	5/28	100%
17	Practice scoops	9/13	47%	10/16	100%
	Update birthday club	9/13	47%	10/19	100%
	Clown cones	9/17	34%	ongoing	
	Dipping party items	9/27	27%	11/20	100%
	Making parfaits	10/1	23%	3/11	100%
	Customer service, cone or cup	10/10	52%	3/12	100%
	Accepting checks	12/11	32%	4/12	100%
	Restock paper goods	12/12	22%	1/23	100%
	Making a small milkshake	12/5	22%	ongoing	
	Customer service - two items on register	1/11	19%	5/22	100%
18	Walking dogs	9/19	63%	9/25	100%
	Cleaning kennels	9/19	64%	10/1	100%
	Cleaning runs	9/19	94%	9/26	100%
	Cleaning isolation kennels	9/28	89%	10/22	100%
	Feed/litter of animals	10/9	83%	10/19	100%
	Syringe cleaning	11/30	86%		

Table 4

List of Associated Work Skills Being Taught or Learned by Students

Twelve Month Period

Student	Task	Start Date	Data	Finish Date	Data
1	Perseveration - inappropriate language	2/3	14/day length 60 minutes	3/30	2/60 min.
	Cues to task	4/11	13/day	5/21	1/day
	Command compliance 80%	2/3	18%	3/30	86%
	Appropriate communication	4/13	2%	5/25	56%
2	Recognizing blowing nose #1	1/9	0%		
	Nasal care #2	1/10	0%	dropped from program	
3	Arriving/leaving work	1/3	64.7%	2/2	100%
	Calling in sick	2/8	30%	3/28	100%
4	Arriving and leaving work	1/4	80.3%	1/23	100%
	Calling in sick	2/8	70%	2/23	100%
5	Compliance	3/2	19%	4/30	78%
7	On task	12/7	64.5%	12/17	85%
	Eye contact	2/1	38%	3/30	85%
8	Answer questions	1/13	65%	2/3	100%
	Meal ticket	3/27	54%	4/12	100%
	Appropriate verbalizations	4/9	0%	4/27	86%
	Call in sick	2/28	56%	4/11	100%
9	Chattering	1/16	49% in 30 min.	2/3	6%/30 min.
10	Swooping/wobbling with head & shoulders bent back	10/28	1:45	4/9	0
	Cues back to task	12/7	6/day	1/27	0/day
	Changes task independently	12/7	0%	2/24	73%
	Independently starts work	4/10	27%	5/31	57%
	Total communication	2/17	31%	4/9	96%
11	Starts work independently	12/2	50%	12/9	100%
	Increase rate - clean shop in 30 minutes	1/4	42.5/min.	1/26	24 min.
12	Rate increase	11/22	44%	12/17	100%
	Uses poor judgments on work decisions	1/10	10/day	1/20	3.4/day
	Withholding feedback	2/21	6%	3/9	1%
	Calling in sick	2/28	56%	4/16	100%

Table 4, continued

List of Associated Work Skills Being Taught or Learned by Students

Student	Task	Start Date	Data	Finish Date	Data
18	Clean kennels at an average of 6 min.	10/26	7.7 min.	11/15	5.28 min.
	Greet fellow workers appropriately	11/9	33%	12/14	89%

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Table 5

Employer Questionnaire Results

1.	How do you feel about student's performance?	Rating Outstanding - 4 Excellent - 6 Good - 3 Satisfactory - 1 Needs improvement - 1	
2.	Is the job getting done?	Yes - 14	No - 1
3.	Previous experience working with handicapped?	Yes - 8	No - 7
4.	Would you work with other handicapped students?	Yes - 15	No - 0
5.	Would you consider hiring this employee?	Yes - 7 Yes, with more training - 2 Maybe - 2 No - 3 No job opening - 1	

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Table 6

Students, Aged 17 and Older, with Paid Positions

School Year 1984-1985 Paid Jobs

Student	Number of Paid Jobs
5	1
6	2
8	1
18	2

PROGRAM COVER SHEET

Student: Amy **Program:** Sweeping, mopping, garbage

Terminal Objective:

Materials:	Non-verbal Cues (Set-up):
broom dust pan mop press bucket	
Instructional Cue: Environmental	**Criterion:** 2 consecutive days at 100% branch when 2-5 days of little or no success
Reinforcement Procedure: Social R+ 4:1	
Correction: Direct cue if correct→mild R+ if incorrect→P.A. + mild R+	**Teaching Notes:**

SWW69

Figure 1

TOTAL TASK DATA SHEET

Program: Sweeping, mopping, garbage **Student:** Amy

1.	Dump mop bucket outside in alley if necessary	NA	O	X	X	X	X	X												
2.	Get broom and dust pan	O	X	X	X	X	X	X												
3.	Sweep bathroom toward door	X	X	X	X	X	X	X												
4.	Put dirt in dust pan	X	X	X	X	X	X	X												
5.	Dump dirt in garbage	X	X	X	X	X	X	X												
6.	Empty trash cans	X	X	X	X	X	X	X												
7.	Set trash cans outside bathroom door	X	X	X	X	X	X	X												
8.	Store dust pan and broom	X	X	X	X	X	X	X												
9.	Locates mop, bucket, and press	X	X	X	X	X	X	X												
10.	Dump Pinesol H_2O in bucket	X	X	X	X	X	X	X												
11.	Pour 3 containers H_2O in mop bucket	X	X	X	X	X	X	X												
12.	Put mop press on	X	X	X	X	X	X	X												
13.	Mop front entrance	O	O	O	X	X	X	X												
14.	Mops restrooms	X	X	X	X	X	X	X												
15.	Mops moving backwards	X	X	X	X	X	X	X												
16.	Wrings mop as necessary	X	X	X	X	X	X	X												
17.	Dumps bucket in alley	X	X	X	X	X	X	X												
18.	Stores mop/bucket/press	X	X	X	X	X	X	X												
19.	Puts rugs out in entry	O	O	O	X	O	X	X												
20.		Base-line																		
21.																				
22.																				
23.																				
24.																				
25.	Time needed to complete task - mins.	79	84	89	100	95	100	100												
	% Independence: # X's or I's / Total # Steps	15/19	16/19	17/19	19/19	18/19	19/19	19/19												
	Dates:	1/30	1/31	2/4	2/5	2/6	2/7	2/11												

Program completed 2/11/86

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Figure 1, continued

Associated Work Skills

Work Related Behavior

1. Checks own work
2. Corrects mistakes
3. Works alone without disruptions for specified periods with no contact from supervisor/teacher
4. Works continuously at a job station for specified amount of time
5. Safety:
   a. uses appropriate safety gear
   b. responds appropriately during fire drill
   c. follows safety procedures specific to classroom/shop
   d. wears safe work clothing
   e. cleans work area
   f. identifies and avoids dangerous areas
   g. responds appropriately to emergency situation (sickness, injury, etc.)
6. Participates in work environment for specified periods of time
7. Works in group situation without being distracted
8. Works faster when asked to do so
9. Completes work by specified time when told to do so
10. Time management:
    a. comes to class/work for designated number of times per week
    b. arrives at class/work on time
    c. recognizes appropriate time to take break or lunch
    d. recognizes appropriate time to change task
    e. returns promptly from:
       1. break
       2. restroom
       3. lunch
    f. uses time clock/clock appropriately
11. Observes classroom/shop rules
12. Does not leave work station without permission

Mobility/Transportation

1. Takes appropriate transportation to and from school/work
2. Locates work station/desk
3. Locates bathroom
4. Locates break/lunch area
5. Locates locker or coat area
6. Moves about class/work environment independently

Self-Help Grooming

Independently:

1. Dresses appropriately for school/work
2. Cleans self before coming to school/work
3. Cleans self after using restroom
4. Cleans self after eating
5. Shaves regularly
6. Keeps hair combed
7. Keeps nails clean
8. Keeps teeth clean
9. Uses deodorant
10. Bathes regularly
11. Cares for menstrual needs
12. Cares for toileting needs
13. Eats lunch and takes break
14. Washes before eating
15. Brings lunch/snack independently
16. Operates vending machine
17. Uses napkin independently
18. Displays appropriate table manners

Social Communication

1. Communicates basic needs, such as:
   a. thirst
   b. hunger
   c. sickness
   d. toileting needs
2. Does not engage in:
   a. self-stimulatory or self-abusive behavior
   b. aggressive/destructive behavior
   c. self-indulgent (attention getting) behavior
3. Engages in relevant, appropriate conversation
4. Responds calmly to emotional outbursts of others
5. Talks about personal problems at appropriate times
6. Refrains from exhibiting inappropriate emotions at school/work

Figure 2. List of Associated Work Skills

7. Refrains from bringing inappropriate items to school/work
8. Refrains from tampering with or stealing other's property
9. Responds appropriately to changes in supervisors/teachers
10. Interacts with co-workers/students at appropriate times
11. Responds appropriately to social contacts such as "hello" or "good morning"
12. Initiates greetings appropriately
13. Ignores inappropriate behaviors/ comments of coworkers/students
14. Refrains from inappropriate sexual activity at school/work
15. Laughs, jokes and teases at appropriate times
16. Responds appropriately to strangers
17. Approaches supervisor/teacher appropriately when:
    a. needs more work
    b. makes a mistake he/she cannot correct
    c. tools or materials are defective
    d. does not understand task
    e. task is finished
    f. disruption has occurred
    g. sick
18. Complies with supervisor's/teacher's requests in specified period of time
19. Responds appropriately to correctional feedback from supervisor/teacher
20. Responds appropriately to changes in routine
21. Follows instructions

Figure 2 continued

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